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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: (1) the language in a Spanish bilingual reading classroom; (2) the early stages of language acquisition of black children; (3) the dependency relation between oral language and reading in bilingual Chinese children; (4) language acquisition of Hispanic third grade students; (5) the effect of kindergarten classrooms where standard English is spoken on the speech of Black English speaking children; (6) the effects of early and delayed second language acquisition on the English composition skills of Spanish speaking junior high school students; (7) the composing processes of three black adolescents; (8) linguistic-cognitive skills in the low-income black child; (9) English comprehension scores obtained by Mexican-American elementary school children; (10) variation in speech by children in Hawaii; (11) sociolinguistic aspects of English diversity among elementary school aged students from Laguna Pueblo (New Mexico); and (12) the speech of lower-income black drug abusers. (GT)

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EFFECTS OF PICTORIAL ELABORATION ON SPANISH DOMINANT BILINGUAL STUDENTS FOR MEMORY TASKS IN RESPECTIVE LANGUAGES OF PROFICIENCY Order No. 8013309

ACEVEDO, CARLOS A., ED.D. *Boston University School of Education*, 1980. 159pp. Major Professor: Richard J. Lamberski

The purpose of this investigation was to assess the relative achievement effect of bilingual students for different types of pictorial elaboration complementing audiotaped instruction when given memory tasks in either of their respective proficient languages.

A review of the research literature indicated that the use of visualized materials has increased greatly in recent years (Dwyer, 1978), but the selection process for incorporating visual stimuli into the bilingual instructional environment lacks supportive empirical evidence. Generally, it is believed that the use of visualized materials when used to complement oral or print instruction is not equally effective in facilitating acquisition or retrieval of concepts. However, there is little evidence assessing the additive effect during instruction of different levels of pictorial elaboration (simple line pictures, simple line pictures with word labels, and word labels only) on bilingual student achievement nor the related issue of which proficient language (English or Spanish) would be best to measure acquired information. This study was designed to address both issues.

The English instructional materials consisted of an externally paced audio-slide presentation on the human heart. The test materials consisted of eighty items measuring four different cognitive tasks (Drawing, Identification, Terminology and Comprehension). Treatment conditions differed only in type of pictorial elaboration received (Picture, Picture and Words, or Words) and in type of language evaluation received (English or Spanish). All materials were developed from Dwyer (1972) and were identical in text and visual format to black and white materials developed by Dwyer and Lamberski (1977).

The sample consisted of fifty-four undergraduate bilingual students from a Puerto Rican university. The students who volunteered for the study have been exposed to two languages since elementary school and are able to converse in both English and Spanish, although they are native speakers of the Spanish language. Subjects were matched according to English proficiency scores and randomly assigned to one of six treatment conditions (Picture-English, Picture/Words-English, Words/English, Picture/Spanish, Picture/Words-Spanish, or Words/Spanish). Subjects would view the audio-slide learning materials under identical instructional environments and would receive their respective self-paced language test materials forty-eight hours later.

Dependent variables consisted of achievement scores determined by the number of correct responses for each 20-item task for each subject and the amount of time spent interacting with each of the four test tasks for each subject. The three factor ANOVA on the achievement scores consisting of two between factors (Pictorial Elaboration and Language Evaluation) and one within factor (Type or Test Tank) resulted in one statistically significant two-way interaction where significance was specified as less than or equal to .05. Scheffé's post hoc comparisons on the interaction of pictorial elaboration with test task indicated picture/word dominance for the drawing task. Analysis of the time data was performed via a two-way ANOVA time for between subject treatment conditions combining time on the respective test tasks. A significant main effect for language evaluation indicated longer response time necessary for subjects receiving the Spanish evaluation. While a significant main effect for type of pictorial elaboration yielded no significant post hoc comparison this appears to be an artifact of the present study with Picture/Words versus Words only causing the greatest time disparity.

THE LANGUAGE IN A SPANISH BILINGUAL READING CLASSROOM · A DISCOURSE ANALYSIS Order No. 8006286

ARCE-TORRES, ENGARDO, PH.D. *Stanford University*, 1979. 137pp.

The main purposes of this dissertation were (1) to describe the Free- and Bound-Teaching Exchange discourse categories in the Spanish reading classrooms within the context of a Bilingual Education program serving high enrollments of non-English speaking students or under-achieving linguistic minority students, and on the basis of this description, (2) to assess the differences between teachers divided into High (HI) and Low (LO) proficiency groups on the basis of their scores on the Spanish Proficiency Test, a subtest of the *CERAS Teachers Tests for Spanish/English Bilingual Education*. The principle hypothesis to be tested is that there are differences in the Free- and Bound-Teaching Exchange discourse categories of the teachers of the HI and LO score groups. Further questions were addressed which focused on the relationahips between the teachers' characteristics, the discourse, and the students' Spanish reading ability scores.

The subjects were teachers and students in second, third, and fourth grade Spanish reading classrooms that were located in urban/suburban settings in the greater San Francisco Bay Area, and were part of special programs funded by both state and federal monies to serve the needs of the non-English dominant student. The data consist of two sets of 30-minute video-tapes of the Spanish reading classrooms. Verbatim transcriptions of the classroom discourse was made from audio portion of the video-tapes.

The transcripts were analyzed using the Discourse Analysis System of Sinclair and Coulthard (1975), specifically the Free- and Bound-Teaching Exchanges - *Teacher Inform, Teacher Elicit, Teacher Direct, Pupil Inform, Pupil Elicit, Teacher Check, Re-initiation 1; Re-initiation 2; List,* and *Repeat.*

The main findings of the study indicate that teachers are differentiated in their amount of discourse by their scores on the Spanish Proficiency Test. That is, the HI score group of teachers produced more discourse than the LO score group of teachers.

One of the most important findings was that the HI Proficiency score group of teachers made less Spanish grammatical errors than the LO Proficiency score group. Correlational analysis also showed that there was a strong negative relationship between the amount of Spanish grammatical errors committed by teachers and student Spanish reading ability scores. The teachers who committed more Spanish grammatical errors had students with lower Spanish reading ability scores.

The findings of this study indicate that language proficiency tests used for in-service and pre-service training of Bilingual/Bicultural teachers, such as the one used in this study, can be used to differentiate teachers on their language use (discourse) and their grammar.

A COMPARATIVE ANALYSIS OF VOCABULARY DIVERSITY, SYNTACTIC MATURITY, AND THE COMMUNICATIVE AND COGNITIVE FUNCTION OF THE LANGUAGE OF BLACK FOUR-YEAR-OLD CHILDREN AT TWO SOCIOECONOMIC LEVELS Order No. 8004028

BOWIE, GERALDINE ROBERT BASLEY, PH.D. *Southern Illinois University at Carbondale*, 1979. 136pp. Major Professor: Dr. Nancy L. Quisenberry

The dissertation was designed to compare the vocabulary diversity, syntactic maturity, and the communicative and cognitive function of language of Black four-year-olds at two socioeconomic levels. More specifically, the research questions posed were: Does a difference exist between the two groups in vocabulary diversity as measured by the corrected type-token ratio? Does a difference exist between the two groups in the number of T-units elicited in the interview situation? Does a difference exist between the two groups in syntactic maturity as measured by T-unit length? Does a difference exist between the two groups in the communicative function of the responses to questions in an interview situation on the following variables: television, home, and birthday? and Does a difference exist between the two groups in the cognitive function of the responses to questions in an interview situation on the following variables: television, home, and birthday?

Oral language samples were elicited from twenty-three Head Start and twenty-seven nursery school children in tape recorded interviews. To determine vocabulary diversity a corrected type-token ratio was computed for each child. Syntactic maturity was determined by computing the total number of T-units and the mean length of the T-units for each child. The communicative and cognitive functions of the children's responses to questions concerning three variables: television, activities at home, and a pictorial stimulus of a birthday party, were graphically presented and counted. A one-way ANOVA was used to analyze and compare the differences between the two groups on all three measures.

The findings of this investigation indicated that the vocabulary of the nursery school children was significantly ($p = .0004$) more diverse than the Head Start children. Significantly ($p = .0247$) longer T-units, as measured by mean T-unit length, were produced by the nursery school children used significantly ($p = .0384$) more T-units than the Head Start children. The communicative function of the children's responses to questions concerning television, activities at home, and the pictorial stimulus of a birthday party showed significance ($p = .0068$) favoring the nursery school children *only* in second level modifications dealing with home activities. Significant ($p = .0481$) differences favoring the nursery school children were *only* found in the cognitive function literal category concerning the activities of the home. Although the differences between the two groups in the cognitive and communicative function of their language were significant in only two areas, the groups means for the nursery school children in *every area* were higher than the group means of the Head Start children.

It was concluded that socioeconomic status may have an appreciable effect on the language development of Black preschool children. An important implication of the findings is the decisive role of the child's home environment and the significance adults in that environment play in this development.

A major recommendation was that a longitudinal study involving Black children at the middle and lower socioeconomic levels using the same measures incorporated in the present study at levels beyond the preschool level might be developed. This would provide means of studying the consistency of the language differences across time and enable one to generalize the findings.

A STUDY OF THE EARLY STAGES OF LANGUAGE ACQUISITION AND MORPHOLOGICAL DEVELOPMENT OF BLACK CHILDREN Order No. 8000679

BRAGG, Willie Andrew, Ph.D. Indiana University, 1979. 90pp.

A study was conducted to examine morpheme development of dialect and non-dialect speaking children. The primary purpose was to investigate the relationship between mothers' speech patterns and children's morpheme production. Thus, the following research questions were examined:

1. What effect does the mothers' speech patterns have on black preschool children's production of certain morphemes?
2. Is there a difference between black dialect and non-dialect speaking children on morpheme production?
3. Are there age differences between black dialect and non-dialect speaking children on morpheme development?
4. Do black children move through similar stages of morpheme development as white middle-class children?

To answer the above questions, twenty-four black mothers and their children participated in the study. Also included in the study were 12 dialect and 12 non-dialect speaking 3-, 4-, and 5-year old children. The mothers were classified as either dialect or non-dialect speakers according to their production of four morphemes (i.e., present progressive, plural, possessive, third person regular). The children were classified as dialect or non-dialect speakers using the same criteria.

Two instruments were developed and used to elicit speech samples from the mothers and the children. First, six activity cards with accompanying toys were constructed and used by the mothers during mother-child interactions. The purpose of the activity cards was to elicit spontaneous speech samples from the mothers to determine whether they were dialect or non-dialect speakers. Second, a 24-item sentence repetition task was used by the examiner during examiner-child interactions to assess the children's production of eight morphemes.

The home visitation consisted of two parts. Part I involved mother-child interactions in which mothers used the activity cards and accompanying toys while playing with their children. Part II involved examiner-child interactions in which the examiner presented the stimulus sentences to the children. The 3-year old children were also shown pictures corresponding to the stimulus sentences. From all transcriptions, three scores were obtained for the participants, one for mother classification, one for child morpheme production and another for determining child mean length of utterance level.

The data were subjected to analysis of variance in which language type (dialect, non-dialect), chronological age (3, 4, and 5) and sex (male, female) were the independent variables while morpheme selection was the dependent variable.

Contrary to expectations, no significant main effect difference was noted between dialect and non-dialect speaking children on total morpheme development. One of the four target morphemes (i.e., possessive) attained significance. However, modest group means were evidenced favoring non-dialect speaking children. Subsequent analysis showed significant interaction between dialect and age. The greatest increases occurred for non-dialect speaking children between three and four years of age while dialect speaking children obtained maximum score increment between four and five years of age.

It was concluded that black children learning language encounter several different language models in their linguistic environment. Although the effects of these models are questionable, children some how extract linguistic information which aids them during the language learning process. In addition to the language models provided, preschool programs with parents and teachers as partners play a vital role in language growth and development of young children. Parents must be provided with the necessary techniques and materials nurturing language acquisition and teachers must be provided with the necessary skills so that they can adequately assess the strengths and weaknesses of young black children. Teachers must understand language and cultural differences so that they can plan more effective educational programs building on those skills that young black children bring to the learning situation.

THE DEPENDENCY RELATION BETWEEN ORAL LANGUAGE AND READING IN BILINGUAL CHILDREN Order No. 8005239

CHU-CHANG, MAE, ED.D. *Boston University School of Education*, 1979. 116pp. Major Professor: Dr. Maria Estela Brisk

The purpose of the present study was to investigate the proposed dependency relation between oral language and reading.

Since the 1950's when linguistic theory was applied to reading, the assumption has been that reading draws on the same linguistic competence underlying listening and speaking. Bloomfield (1942) and Fries (1962) regarded learning to read as an act of establishing the grapheme-phoneme correspondence. Once the transfer to a phonemic string was made, the message was decoded. Developments in the field of linguistics have brought corresponding changes in the theories of reading. Goodman's (1970) model of reading as a psycholinguistic guessing game was influenced by Chomsky's (1965) transformational generative grammar and the findings of Stevens and Halle (1967) that listening is a process of analysis-by-synthesis. The assumption was that reading and listening are parallel processes.

Bilingual educators have attributed reading failure, in children who are limited in their knowledge of English, to the incongruency between the child's spoken language and the language which he is taught to read. The assumption has been that reading is dependent on an existing oral language repertoire.

In the present study, Cantonese speakers learning to read written Chinese were used to test the above assumption. They are ideal subjects since in Chinese there is no correspondence between individual grapheme and phoneme, and therefore, this factor is naturally controlled for. Furthermore, the Cantonese spoken dialect is different lexically, in many cases, from the written Chinese.

The three hypotheses tested were: (1) That accuracy in reading for the meaning of words will be higher for words which are congruent with the vernacular of the reader than words which are incongruent; (2) That words which are incongruent with the vernacular of the reader will require longer processing time due to the presence of an additional translation process from the other language to the child's vernacular; and (3) That reading comprehension scores on written prose passages which are congruent with the vernacular of the reader will be higher than passages which are incongruent.

The questions addressed were experimentally tested first using a word-comprehension paradigm and then the Cloze procedure for reading comprehension of prose passages. The subjects were fourth and fifth grade Cantonese students in a Chinese bilingual program from an inner city public school system. The performance of good readers was compared to that of poor readers on the tests.

Results supported the first and the third hypotheses at .05 level and .005 level respectively. Reading of words as well as prose passages was easier when the written materials were congruent with the vernacular of the reader. In addition, this was found to apply to the good readers as well as the poor readers. The hypothesis that a translation process was required for incongruent words and passages into the vernacular was not supported. There were no significant differences in response time dependent on type of material. The findings were discussed in relation to a model of monolingual vs. bilingual reading.

The implication for reading instruction and bilingual education is that reading should be taught in the reader's native language. Intensive oral language training in the second language is recommended before teaching reading in that language.

THE EFFECTS OF DIFFERING DEGREES OF BILINGUALISM ON THE COGNITIVE PERFORMANCE AND SCHOLASTIC ACHIEVEMENT OF SPANISH/ENGLISH BILINGUALS

Order No. 8009844

CORONADO, LEOPOLDO ANGEL, PH.D. *The University of Texas at Austin*, 1979. 159pp. Supervisor: Thomas D. Horn

The purpose of this study was to determine if there exists a relationship between the degree of bilingualism of Mexican American students and their ability to handle the eight communication concepts in the MAT-SEA-CAL Oral Proficiency Test: Number, Temporality, Spatial Relationship, Identification, Classification, Case Relationship, Interrogation and Negation. The study also attempted to determine the relationship between degree of bilingualism and school performance as measured by the SRA Assessment Survey.

For this study, a sample of 271 Mexican American pupils comprised the experimental group. The control group consisted of 198 monolingual English-speaking (ME) pupils. The total sample of 469 elementary students (grades K-6) were from the Granger School District, Granger, Washington.

The experimental group was further subdivided according to their language proficiency scores on the MAT-SEA-CAL Oral Proficiency Test (English and Spanish versions). All of the subjects in the experimental group were assigned to one of the following language groups: low-balanced bilinguals (LB); middle-balanced bilinguals (MB); high-balanced bilinguals (HB), Spanish-dominant pupils (SD); and, English-dominant pupils (ED).

Analysis of covariance was used to compare the five language groups with the (ME) control group and with each other on their ability to handle the eight communication concepts in the MAT-SEA-CAL Test (as a measure of cognitive performance) and on their mean scores on the SRA Assessment Survey (as a measure of school performance). All data analyses were conducted at the .01 level of significance.

With the exception of the LB group, which had problems in three of the eight communication concepts in both languages, thus suggesting the possibility of some type of cognitive problem, all the other groups were able to handle all eight concepts in at least one of the languages.

As for school performance, this study revealed, as have other studies, that a student's performance will be depressed on a standardized test, viz, the SRA Assessment Survey, if that student has an imperfect knowledge of the language in which the test is administered. This finding is reinforced by the poor test performance of the MB group and ED group when compared to the (ME) control group. According to the findings in this study, students with a high degree of bilingualism perform as well as, or better than, the other language groups and the (ME) control group as demonstrated by their actual scores on the SRA Assessment Survey.

A COMPARATIVE STUDY RELATING TO ORAL READING MISCUES AND FIRST LANGUAGE INFLUENCE FOR MEXICAN-AMERICAN JUNIOR HIGH SCHOOL STUDENTS

Order No. 8004773

CUTHBERTSON, BEVERLY J., ED.D. *Northern Arizona University*, 1979. 138pp. Adviser: Dr. Ray Hagelberg

This study analyzed the oral reading miscues of two selected groups of junior high school Mexican-American students in relation to first language influence. The grammatical and semantic aspects of the oral reading process were also investigated. First language influence was studied in relation to the variables of sex, intelligence, socio-economic status, and literacy. The RMI was utilized for the analysis.

There was no significant difference in the oral reading miscues for dialect miscues, graphic miscues, grammatical function miscues, or for semantic miscues. A significant difference between the two groups was found in relation to the retelling score, another component of the semantic aspect.

The demographic characteristics of sex showed no difference in regard to first language influence. The second variable of intelligence indicated a significant difference between the higher group and the lower group in relation to first language influence. Socio-economic status, the third characteristic, denoted no significant difference in relation to first language influence. Literacy, the fourth characteristic, indicated a significant difference between the higher and lower group.

LANGUAGE ACQUISITION OF HISPANIC THIRD GRADE STUDENTS WITH PRIOR PARTICIPATION IN THE CALIFORNIA STATE PRESCHOOL PROGRAM

DANIELS, Othella Edwards, Ed.D. University of Southern California, 1979. Chairperson: Professor Margaret E. Smart

Problem. The problem of this study was to determine if there were variables which, prior to classification as Non-English Speaking (NES), Limited-English Speaking (LES), or Fluent-English Speaking (FES), would predict the level of English fluency of Hispanic students in the third grade.

After a review of the literature, the following predictor variables were selected: Gender; Age; Home language, Preschool experience; Retention; Number of parents in the home.

To measure the relationship, the following null hypothesis was generated: None of the six predictor variables will individually or jointly significantly discriminate between levels of English fluency.

Procedures. The sample was composed of 503 subjects drawn from the third grade population of students enrolled in seven elementary schools, each of which housed a Children's Center on the school site and had a 90% or more Hispanic population. Sample selection criteria of the ex post facto study were limited to Hispanic students who had been administered the San Diego Observation Assessment Instrument (SDOAI) in the third grade and whose Student Data Profile Cards contained complete information.

The SDOAI measured the student's level of English verbal communication at three language levels: Level I – label objects and pictures–Non-English Speaking (NES); Level II – tell about the picture using sentences and/or phases–Limited-English Speaking (LES); Level III – expand conversationally from the picture–Fluent-English Speaking (FES).

The stepwise discriminant analysis technique was used to determine which of the independent variables individually or jointly are the best predictors of group membership in NES, LES, or FES categories.

For discussion purposes of the findings, the chi-square function was used as a measure of association to determine if there were significant associations between the independent variables studied and English fluency levels.

Findings. (1) Gender and home language were significant predictors of levels of English fluency ($P < .01$). (2) Classification of the levels of English fluency by the two significant variables was correct in 29% of the cases. (3) Gender and home language correctly identified NES students but did not properly classify LES or FES students.

Conclusions. (1) Gender and home language are good predictors of English fluency levels for Hispanic students in the third grade. (2) Age, preschool experience, retention, and number of parents in the home are poor predictors of English fluency levels for Hispanic students in the third grade. (3) Gender and home language do not correctly classify levels of English fluency for all Hispanic students in the third grade.

Recommendations. Based upon the findings of this study, recommendations for further research are offered as follows: (1) analyze other combinations of variables which may relate more closely to home language and gender to make them better predictors of levels of English fluency, (2) study differences between boys and girls which may explain why Hispanic girls are more likely to be classified as Non-English Speaking and Limited-English Speaking than Hispanic boys, (3) analyze differences among preschool programs which may affect the level of English fluency of students in the primary grades, (4) conduct a study of the construct validity of SDOAI, (5) study the long-term effects of preschool programs, (6) collect normative developmental data on children in preschool, kindergarten, and primary grades, and (7) develop a standard methodology for data analysis.

A PSYCHOLINGUISTIC ANALYSIS OF THE ORAL READING MISCUES OF SELECTED FIELD-DEPENDENT AND FIELD-INDEPENDENT NATIVE SPANISH-SPEAKING MEXICAN AMERICAN FIRST-GRADE CHILDREN Order No. 7928279

EATON, Arlinda Jane, Ph.D. The University of Texas at Austin, 1979. 359pp. Co-Supervisors: Drs. Thomas D. Horn, Rudolph F. Martin

The present study was designed to analyze in depth and describe the oral reading behavior of native Spanish-speaking Mexican American children who were identified by the Children's Embedded Figures Test (Witkin, 1950) as being field-dependent (FD), field-dependent-independent (FD/I), and field-independent (FI) in cognitive style orientation, as they read in their native language, Spanish, and in their second language, English. The sample included 18 Mexican American first-grade children attending two different schools within the same district of a southeastern Texas border community. All subjects received their initial formal reading instruction in the first grade. Half of the children received instruction in Spanish while learning English symbol to sound correspondences for the first semester of the year, transferring to English reading instruction at the onset of the second semester. Reading in Spanish occurred as time permitted during the latter half of the year. The remaining subjects received initial reading instruction in English with Spanish reading instruction added at the midyear.

The concept of the reading process, construed as a psycholinguistic process which involves sampling, predicting, testing and confirming, was investigated by analyzing the oral reading miscues generated by the subjects while reading in their two languages. The analysis was conducted as detailed by Y. Goodman and Burke (1972) in the Reading Miscue Inventory; subjects were listened to as they read selections in English and Spanish, during separate sessions, until they had generated 25 miscues in each language. After reading each selection, subjects attempted to retell as much as possible of what they could remember having read.

In light of the limitations of the study--generalizability, classification of miscues, experimenter variable, and designation of cognitive style groups--the following tentative conclusions are offered for consideration:

1. Native Spanish-speaking Mexican American bilingual readers, identified and grouped as FD and FI in cognitive style orientation, looked like very distinct and separate groups when they read in both languages. The manner in which they processed printed material looked very much the same across languages. For the most part, the FIs employed the various cue systems to a greater extent than did the FDs in 17 of the 21 categories analyzed in each language.

2. The reading strategies employed by the bilingual subjects of the present analysis did not vary according to the language in which they read; the same strategies were applied across languages. These data support previous research findings which also indicate that there is one reading process.

3. All subjects drew on the same linguistic cue systems in their attempts to reconstruct meaning from print while reading in both their first and second languages. The difference between the two extreme groups lies in the extent to which they employed the cue systems.

4. The FI readers comprehended more during the reading act than did the FDs in both Spanish and English. The FIs appeared to understand substantially more while reading in their first language, whereas the FDs understood slightly more while reading in their second language.

5. Retelling figures paralleled each other across languages; the FIs retold a greater amount of their reading than did the FDs. Both were able to relate a considerably greater amount of their reading in Spanish than of their reading in English.

THE EFFECT OF KINDERGARTEN CLASSROOMS WHERE STANDARD ENGLISH IS SPOKEN ON THE SPEECH OF BLACK ENGLISH SPEAKING CHILDREN Order No. 8008811

ELLSWORTH, JENNIFER KATHLEEN, PH.D. *The University of Wisconsin - Madison*, 1979. 225pp. Supervisor: Professor Herbert M. Kliebard

This study examined the effect of kindergarten classrooms where standard English is spoken on the speech of Black English speaking children. The research analyzed samples of language used by twenty-two Black English speaking children in seven kindergarten classrooms in three schools during one academic year. Speech samples from each of the students were analyzed to identify the phonological and syntactic features characterizing the speech in September, February and May. The following questions were addressed in the study: (1) What phonological and syntactic features constituted Black English in the speech samples? (2) To what extent did the Black English speaking students increase their use of standard English phonological and syntactic forms during the year? (3) To what extent did the Black English speaking students retain Black English phonological and syntactic features during the year? (4) What language-climate factors in the classroom, including such things as the presence of standard speaking peers and teacher knowledge of Black English, contribute to the acquisition or non-acquisition of standard forms? This study documented linguistic change due to what has been called the "natural informal authority of the speech community."

This research was conducted within the theoretical framework of the "difference" as opposed to "deficit" theory model of language. The former, based on descriptive linguistics and more recently on the generative-transformational model of language, posits that non-mainstream varieties of English are rule-governed, and differ in systematic ways from standard English. They are in no way "deficient."

The study used methods and techniques established by dialect geographers, sociolinguists, and educators concerned with dialect diversity in the classroom. Tape-recorded samples of the students' speech were transcribed using the International Phonetic Alphabet and analyzed for five grammatical features (Zero copula, Invariant *be*, Suffixal *-z*, Multiple Negation, Pronominal Apposition), and four phonological features (Word-final consonant Cluster simplification, *-th* sounds, Syllable-final *-d*, and Post vocalic *r*). Building on interview techniques established by sociolinguists, the investigator elicited speech samples by asking the students to watch a ten-minute animated film with the sound track turned off, and to re-tell the story in their own words. Students were interviewed in pairs to minimize feelings of intimidation. In addition, some questions from Shuy, Wolfram and Riley's Detroit Dialect Study were posed.

In addition to the tape-recorded samples of the students' speech, the data sources for this study included notes made during direct observation of one session in each of the seven classrooms, and interviews with the five kindergarten teachers to determine their knowledge of Black English and to establish the family backgrounds of the students.

Analysis of the data indicated that the Black English speaking students as a group did increase their use of standard English forms of the phonological and syntactic features considered. A hierarchy of degree of change in use of features was established. The findings suggested the following conclusions: (1) The features showing the most change in use were those identified in other studies as being the most stigmatized and socially diagnostic; (2) The students showing the most change in the use of features were those who began the school year using Black English forms with greater frequency than the group as a whole; (3) Factors contributing to the linguistic change appeared to include both linguistic constraints and extra-linguistic constraints such as student awareness of dialect differences, peer influence, and teacher knowledge of Black English; (4) The hierarchy of degree of change in use of features was suggested as a practical guide for teachers in determining which features to address systematically in the classroom.

Further research sampling the Informants' speech in the second, fourth, and sixth grades would probably shed light on both substantive change or lack of change, and the roles of the various factors cited above.

THE EFFECTS OF THE EARLY AND DELAYED SECOND LANGUAGE ACQUISITION ON THE ENGLISH COMPOSITION SKILLS OF SPANISH-SPEAKING JUNIOR HIGH SCHOOL STUDENTS Order No. 8001915

FERRIS, Melvyn Roger, Ph.D. Stanford University, 1979. 154pp.

Recently, in the field of bilingual education, there has been considerable debate over the use of a child's 1st or 2nd language as mediums of classroom instruction (Von Maltitz, 1975; U.S. Commission on Civil Rights, 1975; Garcia, 1976). The present research project endeavored to provide further insight into this issue by contrasting the effects of the early and delayed second language acquisition in English of two groups of Spanish-speaking students: those born and schooled in Mexico (k-2,3) (Group A), and those born and schooled in the United States (k-7,8) (Group B). At the date of the study, both groups were between the ages of 13 and 14 years old, were from similar socio-economic backgrounds, and were relatively balanced with regard to sex. Students in Group A were literate in Spanish at least to the 3rd grade level while those in Group B were not. To assist with the interpretation of results, other variables measured were: bilingual dominance in Spanish, grades earned in English, foreign travel to Mexico, mobility rate in the United States, school attendance in the U.S. and Mexico, and various attitudes and values about school.

It was hypothesized that students who received early mother tongue instruction in Mexico would not be significantly different ($p \leq .05$) in English composition skills from similar Spanish-speaking students born and schooled entirely in the United States after the former group had received three or four years of U.S. public school instruction.

A random selection of 30 students per group was made from 2 pools of 50 and 58 students respectfully. Qualification for each pool was determined by a linguistic background questionnaire and the Interamerican test of Spanish reading, level 3.

The collection of data for the study required students to write an essay based on a 15 minute film topic selected for its level of interest and relevance to Spanish-speaking students. Then, essays from both groups were evaluated by 3 separate methods of composition analysis: a holistic analysis for paragraph development, sentence boundaries and verb inflections, a frequency count analysis for various grammar errors (the fused sentence, the period fault, verb tense, pronoun agreement, article agreement, and the possessive), and a T-unit analysis for structural complexity by the number of words per T-unit, the number of clauses per T-unit, and the average clause length.

The statistical procedures selected for the evaluation of data were the t-test, chi-square, and the Spearman non-parametric correlation.

From the analysis of data, it was found that a significant difference ($p \leq .05$) was tenable only for the holistic variable verb inflections and the frequency count variable verb tense. The remaining ten variables were not significantly different for the two groups.

From a consideration of the research findings, it was concluded that early schooling in Mexico in the first language, Spanish, was, at least, not a detriment to the later acquisition of English by Group A students.

The results of the study may be more fully understood by reviewing the outcome of variables which were significantly different between the 2 groups. Though it was determined that Group A students were significantly lower ($p \leq .05$) in socio-economic status, they were, on the other hand, significantly higher ($p \leq .05$) for grades earned in English, language dominance in Spanish, foreign travel to Mexico, student reports of a desire for higher education, motivation to get good grades, student-teacher discussion about school work, and student-teacher discussion about goals and interests.

It was thus ultimately concluded that the achievement in English composition by Group A students was most likely a combination of both linguistic variables and various attitudes and values which students received from their parents and others in their family background.

AN ANALYSIS OF THE COMPOSING PROCESSES OF THREE BLACK ADOLESCENTS Order No. 8004807

FOWLER, ROBERT JAMES, PH.D. *University of Pittsburgh*, 1979. 243pp.

The purpose of this case study investigation was two-fold: (1) to provide a descriptive profile of three Black adolescents' composing processes as manifested in transactional, expressive, and poetic compositions and information ascertained from personal interviews and observations; and (2) to see if information contained in these descriptive profiles varied according to the individual's classification as a "low," "moderate," or "high" nonstandard dialect user.

The research procedures involved the following steps: (1) A group of 45 Black adolescents enrolled in an alternative high school was given a diagnostic in-class composition to write. (2) The compositions were read and examined for the frequency of occurrence of specific predetermined Black dialect features in order to determine the "degree" of dialect present in the compositions. (3) From the 45 students, three were chosen as subjects for the study: one "low" nonstandard dialect user, one "moderate" nonstandard dialect user, and one "high" nonstandard dialect user. (4) The subjects were assigned six compositions to write: They were requested to use the talk/write and the non-talk/write methods in each of three modes of discourse--transactional, poetic, and expressive.

The students' writing processes were analyzed in two ways: (1) by observing them during the stages of incubation/conceptualization, production, and revision; and (2) according to their use of the intellectual processes of change, contrast, classification, physical context, focus, and sequence.

The study revealed that, generally, the low nonstandard dialect user needed the least amount of time to write the most (actual number of words), and the high nonstandard dialect user utilized the most amount of time to write the least. The low and moderate nonstandard dialect users generally thought of mental outlines prior to writing, but the high nonstandard dialect user was more concerned with putting her thoughts on paper the "right" way. Also, the low nonstandard dialect user made the least amount of pauses during the writing process, and the high nonstandard dialect user made the most amount. All three of the students' writing patterns were continuously progressive and additive in nature. The student who was classified as the high nonstandard dialect user made the greatest number of translations from Black dialect to standard English during the writing process, while the low nonstandard dialect user made the least number of these translations. Also, all three of the students placed a great deal of emphasis upon grammatical type revisions. The three students revealed no significant differences in their use of the intellectual processes of change, physical context, focus, classification, contrast, and sequence; and they were able to use all of these processes.

Some major conclusions drawn from this study were as follows: (1) The degree to which the student was a nonstandard dialect user appeared to influence the degree of time spent on a writing assignment, as well as the number of words produced. (2) Writing fluency appeared to be influenced by the extent to which the student was a nonstandard dialect user. (3) The extent to which the student was a nonstandard dialect user appeared to influence the extent of her translations from Black dialect to standard English during the writing process. (4) The talk/write process took more time to produce less written words than the non-talk/write process.

A COMPARISON OF BILINGUAL ORAL LANGUAGE AND READING SKILLS AMONG LIMITED ENGLISH-SPEAKING STUDENTS FROM SPANISH-SPEAKING BACKGROUNDS

Order No. 8007379

GUNTHER, VICKI, PH.D. *Northwestern University*, 1979. 255pp. Adviser: Norman D. Bowers

This study was an attempt to provide practitioners with data upon which to base instructional decisions in the area of bilingual education. Two hypotheses were generated regarding the acquisition of oral language and reading skills among limited English-speakers. The first related to differences among instructional groups in performance on oral language and reading measures. The groups were based on the following bilingual reading approaches: (1) the native language approach with initial reading instruction in Spanish; (2) the concurrent approach with reading instruction in Spanish and English; (3) the direct method with reading instruction exclusively in English.

The second hypothesis related to the identification of sociological, instructional, and linguistic variables associated with the acquisition of skills. Variables included sex, ethnic background, socio-economic status, years enrolled in a bilingual program, fluency in L1 and L2, ESL instruction, teacher training, and teacher attitudes.

The sample consisted of 306 Spanish background students of limited English-speaking proficiency, ages 6, 8, and 10, who were enrolled in eight public and five nonpublic schools in Chicago. Students were pretested in October 1977 and posttested in May 1978, in Spanish and English, on seven oral language and reading measures. Additionally, data were collected on student and teacher background information as well as teacher attitudes.

Data were analyzed separately for the three age groups and further subdivided by skill area, i.e., oral English, English reading, and Spanish reading. Multivariate analyses of covariance were used for the first hypothesis relating to differences among reading instructional groups. The findings were as follows: (1) in oral English proficiency, 6 and 8 year olds receiving reading instruction exclusively in English performed significantly better than students receiving bilingual instruction; groups of 10 year olds performed on a comparable basis regardless of instructional approach; (2) in English reading, 6 year olds receiving instruction exclusively in English performed significantly better than students receiving bilingual instruction; groups of 8 and 10 year olds performed on a comparable basis regardless of instructional approach; (3) in Spanish reading, 6, 8, and 10 year olds receiving reading instruction in Spanish and English performed significantly better than students receiving reading instruction exclusively in English.

With reference to English skills, the findings should be interpreted with caution since the cumulative benefits of bilingual instruction do not always surface in cross-sectional designs. It should be noted, however, that gains were evident for the bilingual program participants.

Regression techniques were used for the second hypothesis relating to the independent variables associated with the acquisition of oral language and reading skills. The findings were as follows: (1) among young children, L1 fluency was a good predictor of L2 oral skills; (2) for all age groups, L1 oral skills were consistent predictors of L1 reading skills; (3) for younger children, ESL instruction, teacher training, and teacher attitudes were positively associated with the acquisition of skills; (4) no definitive trends were observed with respect to other variables such as sex, ethnic background, and socio-economic status.

Findings from this study suggest several implications for practitioners. Consideration should be given to implementing different instructional approaches for different student populations. Additionally, consideration should be given to designing programs which provide a firm base in the L1 prior to introducing reading and content area instruction in the L2. Finally, provisions should be made for staff development activities which foster positive attitudes and prepare teachers in ESL and bilingual methodologies.

Recommendations for future research include longitudinal studies assessing specific educational approaches for particular student populations; studies on the relationship between the L1 and L2, including transfer of skills; and, studies identifying particular teaching techniques which contribute to the academic success of second language learners in all areas of the curriculum.

THE ASSESSMENT OF CERTAIN LINGUISTIC-COGNITIVE SKILLS IN THE LOW-INCOME BLACK CHILD REVISITED

Order No. 8001937

HICKS, Shirley Fields, Ph.D. Stanford University, 1979. 114pp.

As a result of the low-income black child's poor performance on the Illinois Test of Psycholinguistic Abilities (ITPA) in general, and lower scores on the auditory subtests than on the visual counterparts, educators perceive this child as one who is deficient in linguistic-cognitive skills. The linguistic-cognitive deficit, as projected by the ITPA, supports theories of black intellectual inferiority as set forth by Terman, Jensen, and Bereiter and Engelmann.

Three factors that have contributed to the low-income black child's depressed performance on the ITPA are 1) his exclusion from the standardization population; 2) the middle-class specificity of the content and vocabulary of the ITPA; and 3) the middle-class bias in administration procedures and test milieu.

The ITPA consists of five auditory subtests and five visual counterparts, plus two supplementary subtests. This study focused on standardized and modified versions of three subtests: Auditory Association, Verbal Expression, and Grammatic Closure. The research hypotheses are as follows:

> Hypothesis I: The performance of the low-income black child will improve significantly on the Auditory Association, Verbal Expression, and Grammatic Closure Subtests when the content or the administration procedures are modified to render them more compatible with the background of the subject.
>
> Hypothesis II: The scores on the modified subtests will show a significantly higher correlation with a relatively culture-free perceptive-cognitive-motor rating than the standardized analogs.

Criteria for inclusion in the subject population were 1) low-income as required for Follow-Through placement; 2) vernacular black English (VBE) dominance or VBE/standard English (SE) balance as determined by a production test; 3) enrollment in a regular third or fourth grade class; and 4) chronological age of 10-1 or below.

The final sample was made up of 60 subjects; 30 girls and 30 boys. A repeated measurement design was used; each subject was given both treatments; each subject acted as his own control. The three standardized subtests and the modified counterparts constituted the control and experimental conditions, respectively. The independent variables were the Production Test and the Perceptive-Cognitive-Motor Rating. The Production Test consists of two parallel forms A (VBE) and B (SE). The Perceptive-Cognitive-Motor Rating consists of fifteen relatively culture-free items.

A t-test analysis shows a higher mean performance on each of the three modified subtests than on the parallel standardized forms at the .001 level of significance. Chi-square cross tabulations indicate that a significant number of subjects who scored above the deficit range on the modified Auditory Association and Verbal Expression Subtest are, based on their standardized subtest scores, potential candidates for learning disabilities classes. Scores $\leq$ 29 constitute the deficit area.

A t-test analysis of significance of difference between two correlation coefficients for correlated samples shows none of the correlational differences between the Perceptive-Cognitive-Motor Rating and parallel versions of the three auditory subtests to be significant. An item analysis shows a lack of correspondence between item ordering on the standardized Auditory Association Subtest and item difficulty.

The data suggest that the three ITPA subtests under investigation are biased against the low-income black child.

FACTORS AFFECTING THE ORAL COMPREHENSION OF BLACK ELEMENTARY SCHOOL CHILDREN Order No. 8006376

LEWIS, SHIRLEY ANN REDD, PH.D. *Stanford University*, 1979. 148pp.

This study concerned the effect of language dominance and cultural and language attitudes on the listening comprehension of Black elementary school children. An investigation was carried out to determine whether dominance in Black Vernacular English (BVE) or Standard English (SE) or high or low attitudes toward Black culture and Black language had the greater effect on subjects' performance on comprehension tests treated with BVE and SE language and with Black or Neutral to Black story content.

Sixteen Black subjects and eight White subjects were selected from each of grades two, four and six according to high and low ability, sex and language dominance resulting in a total of seventy-two subjects. The language dominance of Black subjects was determined by a Black English dominance test which identified Black Vernacular English (BVE) and Black Standard English (BSE) language dominance. White subjects were selected who were Standard English speakers (WSE). All subjects' attitudes toward Black culture and Black language were measured by Black cultural and Black language attitude tests.

The criterion measure consisted of four tape-recorded stories manipulated for language and content as follows: BVE - Black content; BVE - Neutral content; SE - Black content; and SE - Neutral content. Subjects listened to each story and then answered eight tape-recorded, multiple choice questions accompanying each story.

Analysis of variance, correlational analysis and t-tests were used to determine whether Black subjects performed differently on BVE and SE treatments according to language dominance and language attitudes, whether subjects performed differently on Black and Neutral content treatments according to cultural attitudes and whether the WSE control group performed in a pattern different from the BVE and BSE groups.

No significant difference was found in the performance of the BVE and BSE groups on the BVE treatment, while BSE subjects performed significantly better than BVE subjects on the SE treatment. WSE subjects scored higher than both Black groups. Black subjects with positive attitudes toward Black language performed significantly better on the BVE treatment than subjects with low Black language attitudes.

An analysis of subjects' performance on the Black and Neutral story content treatments showed that Black subjects with high attitudes toward Black culture performed significantly better than Black subjects with low Black cultural attitudes on the Black content treatment as hypothesized, and they also performed significantly better on all of the other treatments.

An investigation was carried out to determine the effect of attitude on the performance of the BVE subjects. The investigation showed that BVE subjects who held high attitudes toward Black culture and Black language performed differently from BVE subjects with low attitudes. The high attitude BVE group performed significantly better than the low attitude BVE group on all except the SE treatment. This subgroup performed as well as the total BSE and WSE groups on all treatments except on the neutral content treatment where White subjects performed significantly higher.

The results of this study showed that the use of BVE materials does not lead to improved school performance by BVE-speaking children while attitude toward Black culture and Black language is a very important factor in language learning for these children. Further research is needed, for cultural and language attitudes for Black children may interact with achievement in contexts other than those measured in this study.

THE INFLUENCE OF INCREASED PARENT-CHILD VERBAL INTERACTION ON THE LANGUAGE FACILITY OF PRE-SCHOOL INNER-CITY BLACK CHILDREN Order No. 8008352

MCQUEEN, ADELE BOLDEN, PH.D. *The Catholic University of America*, 1979. 181pp.

Background. Black children from low socio-economic families as a group score below average on measures of verbal competence at school entrance ages, and each year the gap widens. For many years money and time have been spent in attempting to solve their problems, with little or no results. Educators feel that one reason for the dilemma is the children's lack of verbal competence (Levenstein, 1969; Forst and Kissinger, 1976, Muller 1940). The major reason for this, as suggested by some researchers, is the absence of positive verbal/interaction with adults in the early stages of life (Cazden 1975; Levenstein, 1969).

Purpose. The purpose of this study was to examine the effects of varying degrees of mother-child language stimulation activities on three groups of low-income Black children and their mothers.

Procedure. The sample included three groups of twenty Pre-school children each and the parents of two of the groups. The parents were all on welfare, from the same neighborhood and their ages ranged from 14-19. The children and their parents in Group I attended a school program daily. The parents received a series of activities including instructions in Child Development, standard English and conversational skills. Parents along with their children received stimulating instructions including toy making and book reading activities. Children in Group II attended pre-school. Their parents were given books to read to them at home and they taped the readings and conversation about the books. The children in Group III also attended the same preschool and their parents worked outside the school. The children and their parents received no treatment. The language stimulation for the children and their mothers in Groups I and II continued for three months. The Peabody Picture Vocabulary standardized test, designed to measure the individual's verbal intelligence by measuring his receptive vocabulary, was administered, before and after treatment, to all the children and Groups I and II Parents. The Peabody Picture Vocabulary test required no spoken language, therefore the Cultural Language test was designed by the researcher and administered to establish the mean length of utterance and to measure the Subjects' use of standard English. Mean length of utterance and standard English measures were also taken from conversation during a play activity between the mother and her child.

Design and Analysis. Twelve hypotheses were tested utilizing a one-way analysis of covariance. The hypotheses suggested that the children in Group I would score significantly higher following the treatment on the Peabody and the Cultural Language tests than children in Group II and III, and that children in Group II would score higher following the treatment, than children in Group III on the same measures. In addition, children in Group I would score higher following treatment than Group II and III children as measured by informal taped conversations for standard English and Mean Length of Utterance. Group II will score higher, after treatment, than Group III on the same measures. The parents in Group I will score higher after treatment on the Peabody test and the standard English measures than parents in Group II. Chilren of the older mothers would score higher after treatment than children of younger mothers on each measure.

The tool for identifying group differences was analysis of covariance of post test groups using pre-test scores as covariable. T-tests were used to compare groups pre and post test.

Results. Children and mothers in Group I scored significantly higher on all test ($p < .001$).

Conclusion. The study's finding indicated children of mothers that receive training speak more fluently and have a better command on English.

MEXICANO/CHICANO SOCIOLINGUISTIC BEHAVIOR AND LANGUAGE POLICY IN THE UNITED STATES

Order No. 8004697

MACIAS, REYNALDO FLORES, PH.D. *Georgetown University*, 1979. 172pp.

This study describes the language resources, abilities, and, to some extent, the language use, of a national ethnic group--Chicanos. The literature which forms the immediate background to this study can best be described as scarce and fragmented. The data to describe, on a broad basis, the current language abilities and use of the national population in the United States, has not been available until recently. In 1976, the U.S. Bureau of the Census undertook a national sample survey that included 15 language ability and use questions (The Survey of Income and Education). It is this data base which was explored in this study of the Mexican Origin population. The analysis of this survey data was informed by the available literature in linguistics, Chicano Studies, education, and law, that describes and analyzes Chicano speech behavior and its social context. Language policy at the institutional level--public service and political institutions--and the nature and source of language "rights" were examined as well.

Chicanos, and the other Spanish speaking in the United States, are unique among non-English language groups. The number of Spanish speakers has grown steadily this century. As an indigenous group it represents the northernmost portion of over 200 million Spanish speakers in the Amèricas. Chicanos are also overwhelmingly bilingual, native born, and young. Institutional language discrimination is still very evident in hospitals, fire and police services, telephone services, administration of government, voting, and the administration of justice. A recognition of the long historical presence of the Spanish language in North Amèrica, present United States treaty obligations, the human rights concerns throughout the world, and the human needs of Mexicanos in the United States, all call for a reevaluation of domestic language "rights," their source, nature, and enforcement.

SELF-CONCEPT AND READING ACHIEVEMENT IN SCHOOLS OF VARYING ETHNIC COMPOSITIONS Order No. 8000010

MANDINA, Genevieve Hogue, Ed.D. East Texas State University, 1979. 121pp. Supervisor: Dr. M. B. Nelson

Purpose of the Study: The major purpose of this study was to determine whether there were statistically significant differences in the self-concepts and reading achievement of black seventh-grade students and the self-concepts and reading achievement of white seventh-grade students in schools with varying percentages of black enrollment. A secondary purpose was to determine if there were statistically significant differences in the self-concepts and reading achievement of the male students and the self-concepts and reading achievement of the female students.

Procedure: The School Attitude Inventory (SAI), which was developed by the author, was administered to five hundred students in three Northeast Texas middle or junior high schools having black populations of 22 percent, 45 percent, and 92 percent. Reading achievement of the sample population was determined by scores on standardized achievement tests. The data were analyzed through independent t tests and Pearson r tests. Each hypothesis was rejected at the .05 level.

Findings: The major findings of this study were as follows:

1. As measured by scores on standardized achievement tests, the white students had a statistically significantly higher reading achievement than did the black students.
2. As measured by scores on standardized achievement tests, the female students had a statistically significantly higher reading achievement than did the male students.
3. As measured by a self-measure of academic self-concept, the black students had a statistically significantly higher academic self-concept than did the white students.
4. As measured by a self-measure of academic self-concept, the female students had a statistically significantly higher academic self-concept than did the male students.
5. As measured by scores on standardized achievement tests, the black students in a school with a black population of 45 percent had a statistically significantly higher reading achievement than did the black students in a school with a black population of 22 percent and the black students in a school with a black population of 92 percent.
6. As indicated by scores on standardized achievement tests, the white students in a school with a black population of 22 percent and the white students in a school with a black population of 45 percent had a statistically significantly higher reading achievement than did the white students in a school with a black population of 92 percent.
7. As indicated by scores on a self-measure of academic self-concept, the black students in a school with a black population of 92 percent had a statistically significantly higher self-concept than did the black students in a school with a black population of 45 percent.
8. A statistically significant relationship between academic self-concept and reading achievement existed for all four groups--blacks, whites, males, and females.

Conclusions: Based upon the findings of this study, the following conclusions seem warranted:

1. The percentage of black classmates does not appear to affect the achievement of black students.
2. It is possible that the achievement of whites is depressed in schools with a large majority of black students.
3. While this study did show the self-concepts of the white students to be lower than the self-concepts of the black students, this research did not indicate that a white student's self-concept is affected by the number of black classmates.
4. Although the mean self-concept of the black students in the school with a large majority of black students was significantly higher than that of the black students in the school with a black population of 45 percent, there was no statistically significant difference in the self-concepts of the black students in the large majority black school and the black students in the small minority black school. Thus, no definitive conclusions can be made regarding the effects the number of black classmates has on black self-concept.

A SOCIOLINGUISTIC STUDY OF LANGUAGE USE AND LANGUAGE PROFICIENCY IN SOUTH TEXAS

Order No. 8003351

MEIERHOFFER-LONGORIA, LYNN VAULX, ED.D. *Texas A & I University*, 1978. 528pp. Adviser: David L. Zufelt

Purpose. The purpose of this study was to conduct a comparative analysis of the degree of bilingualism, as measured by relative proficiency and use across four sociolinguistic domains, of selected Mexican American children in grades one, three, and five enrolled in bilingual education programs in selected districts in South Texas.

Summary. In March and April of 1977, a sample of 90 Mexican American children, thirty each in grades one, three, and five, were chosen from three school districts in South Texas. All the children were enrolled in a bilingual education program and were from a similar socio-economic background.

The children were interviewed individually using two instruments. The Spanish usage rating scale required the children to report on their use of Spanish and English with various bilingual interlocutors in four domains: (1) school, (2) church, (3) neighborhood, and (4) home. In the word naming task, the children were asked to name all the objects they could think of which would be found in each of the same four domains. A time limit of one minute per domain was set. This instrument was administered in English for the four domains and then in Spanish for the four domains.

Normative data were obtained from the mean weighted values computed for the domains total and subgroup responses on the Spanish usage rating scale. Student's t-tests of significant mean differences were computed. In addition, the Pearson product-moment coefficients of correlation were calculated for the purpose of establishing a formula for predicting total Spanish usage from the English word naming and Spanish word naming scores.

For the word naming task, the total number of words in each language and the total number of words in each domain were determined. Normative data were calculated for these word naming scores and t-tests of significant mean differences were figured. Also, a Spanish dominance score was ascertained for each child in each domain using the English and Spanish word naming scores.

Conclusions. Based upon the analyzed data, the following major conclusions seem tenable: (1) Robstown children of all ages reported significantly more usage of Spanish, named more words in Spanish in all domains, and obtained high Spanish dominance scores than the subjects in the other school districts. (2) Almost all children reported using the most Spanish with older interlocutors, slightly less with their peers, and the least with children younger than they. (3) The word naming scores indicated a developmental trend in acquisition of both languages. The older children tended to name more words than those subjects in the two lower grades. (4) A comparison of the total word naming scores showed that, in general, more words were given in English than in Spanish. (5) On the average, first grade children obtained higher Spanish dominance scores than their older counterparts. (6) The Spanish usage and word naming scores correlated frequently, indicating that the Spanish usage scores could possibly be predicted from the subject's word naming scores.

STRATEGIES FOR ACHIEVING ONE-UPSMANSHIP: A DESCRIPTIVE ANALYSIS OF AFRO-AMERICAN SIBLINGS IN TWO SPEECH EVENTS

Order No. 8012834

MITCHELL, JACQUELYN, ED.D. *Harvard University*, 1979. 324pp.

This thesis is a descriptive analysis of sibling speech, as manifested by the interactional strategies sustained and created by an Afro-American brother and sister. The children's one-upsmanship strategies were tape-recorded over a period of one year. Two naturally occurring speech events were analyzed. The model of analysis has its philosophical underpinnings in a phenomenological perspective which maintains that the meaning of an event is not predetermined by the arbitrary assumptions of the researcher or by a theoretical model. The researcher is not pursuing the ultimate meaning of a phenomenon but, rather, multiple meanings within and across events.

The descriptive portion of the analysis relies on the approach developed by Dell Hymes for analyzing speech, which he terms "the ethnography of communication." It focuses primarily on seven components: addressee, addressor, channel, codes, setting, message form, and topic. Integration of these features results in a close description of the interactions.

Strategic issues in the interactional events analyzed involved the micropolitics of sibling rivalry. The domain of strategies the siblings use is explored and examined, and an expanded view of sociolinguistic competence is discussed. Selected aspects of children's sociolinguistic repertories are analyzed--teasing, fighting, insisting, punning, mocking, and making up. The two speech events were both recorded while the children were cleaning the kitchen after being instructed to do so. Their sociolinguistic repertories are exhibited as they delay, begin, stray from, and follow through their tasks. The mother/researcher structured the tasks during the first event. Chores were not assigned in the second event, however, and the siblings had to negotiate for the tasks they preferred.

Each speech event was segmented into phases, or chunks of time, unified by common contextual properties. To extend the analysis, categories were superimposed on each phase. The categories emerged during the interactions and were not predetermined. They are: "bickering," or phases in which voices were loud, tempo was accelerated, and tone was sarcastic; "ordinary talk," phases marked by periods of calm; and "sibling negotiation," phases in which the siblings define self and other through continual negotiation of status and role (this involves defining rights, privileges, and obligations). Calm interchanges were interspersed with angry outbursts.

Each phase type was compared within the events and across the two events to determine how linguistic features differ in style and function in a single episode and over a period of one year. Significant differences were found within the two events. The frequency and percentage of directives were significantly different within phase types and across events. More directives were issued during bickering phases in both events than during other phases. Imperatives dominated the second event, the event in which the siblings had to vie for preferable duties. Significant differences were also found in the frequencies of simultaneous talk and topic shifting within and across events. Chi-square tests of significance revealed that deliberate interruptions in conversations were more apt to occur during the second event.

The children's interactions were examined in several contexts. Speech play, which emerged during the interactions and served a variety of functions, entailed a shared interpretation of its social meaning. Often, speech play reflected the siblings' concepts of identity and self. Analysis of the prosodic features of the siblings' utterances revealed that rhythm appeared to be a central element of the children's speech. Certain types of messages possessed an accentuated rhythmic regularity in order to infer domination, emphasize sarcasm, or accentuate taunts. Changes in tempo often occurred when a power shift was achieved or attempted.

This thesis has relevance for research in the fields of sociolinguistics, the family, and education.

A STUDY OF ENGLISH COMPREHENSION SCORES OBTAINED BY MEXICAN AMERICAN ELEMENTARY SCHOOL CHILDREN

Order No. 8009123

PACHECO, RICHARD, PH.D. *University of Illinois at Urbana-Champaign*, 1979. 164pp.

This was an experimental study of English comprehension scores obtained by fourth, fifth and sixth grade Mexican American elementary school children. For analytic purposes the students were separated into two groups, those enrolled in bilingual classrooms and those enrolled in traditional all English curriculum classrooms. The students enrolled in the bilingual classrooms were further separated into two subgroups, those students who had a high level of Spanish language (L_1) proficiency and those students who had a low degree of Spanish language proficiency. The degree of Spanish language proficiency, high or low, was determined by the Language Assessment Battery (LAB). The students who scored at the 40th percentile and above on the LAB were selected as the high proficiency group. Although the non-Mexican American population was not studied, their scores were used as the norm for English comprehension for comparison purposes.

Analysis of the data, English comprehension scores, showed that there were statistically significant differences in favor of the students enrolled in the bilingual program. Within the bilingual group there were also significant differences in favor of the high Spanish proficiency group. All Mexican American groups, except the high proficiency group, scored significantly lower than the non-Mexican American group.

The findings indicate that a Mexican American child needs to reach a threshold level of L_1 proficiency in order for a "ceiling" effect not to occur in the acquisition of the English language. Research must be conducted to determine whether there is a specific level of L_1 proficiency a child must reach before being introduced to the English curriculum.

THE EFFECTS OF TEACHER-ORIENTED AND STUDENT-ORIENTED STRATEGIES ON SELF-CONCEPT, ENGLISH LANGUAGE DEVELOPMENT AND SOCIAL STUDIES ACHIEVEMENT OF FIFTH GRADE MEXICAN AMERICAN STUDENTS

Order No. 7928338

PERALES, Alonso M., Ph.D. The University of Texas at Austin, 1979. 151pp. Supervisor: Professor Jo Ann Cutler Sweeney

This study compared the effects of teacher-oriented and student-oriented teaching strategies on the self-concept, English language development and social studies achievement of fifth grade Mexican American students. The study population was comprised of 104 fifth grade students at an inner city elementary school in San Antonio, Texas. Four classes were used in the experiment which covered a period of nine months. Social studies lessons were developed which focused on the enhancement of the student's self-concept through student oriented classroom activities drawing upon the student's cultural background. The lessons required teaching strategies aimed at maximizing the use of newly acquired English language structures for oral and written classroom communication. The treatment classes received the lessons. The control teachers used the lessons as required in the regular curriculum.

Three principal hypotheses stated there were no significant differences between treatment and control classes in self-concept, English language development and social studies achievement. The Piers-Harris Self-Concept Scale, the Shutt Primary Language Indicator Test and the Metropolitan Achievement Test (Social Studies) were used to test the hypotheses.

The basic design used to evaluate the effectiveness of the treatment was the Pretest-Posttest Control group Design. The analyses of the test data were conducted using the computer program Statistical Package for the Social Sciences (SPSS) using Pearson Correlation and ANOCOVA (Sub routines). The probability levels of all obtained F-ratios were reported, and for the purpose of rejecting null hypotheses, probabilities of .001 were accepted as significant.

The results indicated that the classes receiving the treatment gained compared to the control group in the over-all test scores for all three major scales. Caution is recommended in interpreting the results of the study since some subtest scores for both the Piers-Harris Self-Concept Scale and the Shutt Primary Language Indicator Test showed no significant differences between the control classes and the classes receiving the treatment. With regard to correlations, the results of the Piers-Harris Scale suggest development of self-depreciatory self-concept in the control group. A reversal is indicated for each of the six subtests.

The student-oriented lessons used as treatment appeared to be a salient means of enhancing the self-concept and developing English language skills of the 5th grade Mexican American students in the study.

AN ANALYSIS OF THE EFFECTS OF A BILINGUAL CURRICULUM ON MONOLINGUAL SPANISH (MS) NINTH GRADERS AS COMPARED WITH MONOLINGUAL ENGLISH (ME) AND BILINGUAL (BI) NINTH GRADERS WITH REGARD TO LANGUAGE DEVELOPMENT, ATTITUDE TOWARD SCHOOL AND SELF CONCEPT

Order No. 8003759

PREWITT DIAZ, JOSEPH ORLANDO, PH.D. *The University of Connecticut*, 1979. 81pp.

The purpose of this study was to evaluate whether a bilingual curriculum affects monolingual Spanish (MS) students as compared to monolingual English (ME) and Bilingual (BI) students exposed to a mainstream curriculum with regard to language development, self concept and attitude toward school. This research used one treatment group (MS) and two comparison groups (ME and BI). A limitation which largely affects this study is that it is not an experiment and the findings are not universally applicable. The treatment was the bilingual curriculum.

A group of ninth grade students of a high school in Hartford, Connecticut was divided into three groups (MS, ME, and BI) and administered the following instruments: Comprehensive Test of Basic Skills, Test 1 (Spelling) and Test 3 (Reading Vocabulary) (CBT/McGraw-Hill, 1973); Interamerican Test of Reading, Level 4 in Spanish (GTA, Manuel, 1967); Self Esteem Inventory (Coopersmith, 1967); Self Appraisal Inventory (Frith and Nakimura, 1972); and School Sentiment Inventory (Frith and Nakimura, 1972) as a pre and post test at the beginning and end of a semester (17 weeks). The final pre-post test sample was (N = 138).

The change between pre- and post test administration was assessed by using an analysis of covariance for each dependent measure. The pretest became the covariate and the respective post test the dependent variable. (Campbell and Stanley, 1963).

The results of the analysis of covariance (ANOCOVA) did not produce a significant difference in the dependent measure Reading CTBS and Spelling CTBS. A significant difference was recorded in the dependent measures Reading (Interamerican) ($F = 11.129$; $p < .002$) and Vocabulary (Interamerican) ($F = 16.443$; $p < .001$). The SEI ($F = 21.447$; $p < .001$) and the SAI ($F = 3.367$; $p < .038$) yielded a significant difference between the groups in self concept, while the SSI ($F = 3.255$; $p < .042$) was statistically significant.

The need for further research in the field of secondary bilingual education, as well as the need for replicaton of the study with other populations is discussed. The importance of longitudinal studies in determining the effects of secondary school bilingual education on adolescents is also noted.

VARIATION IN SPEECH BY CHILDREN IN HAWAII

Order No. 8003289

PURCELL, APRIL KOMENAKA, PH.D. *University of Hawaii*, 1979. 326pp.

The purpose of this study has been to characterize some of the ways in which children respond to and use systematic differences in speech. The setting is a single neighborhood in Hawaii, a speech community in the late stages of decreolization. Data were gathered from fourteen children aged five through twelve, of different ethnic and socioeconomic backgrounds, while they were engaged in spontaneous conversation with each other in various settings, activities, and self-selected groupings.

Systematic speech variation was described from several perspectives. First, subjects were ranked by relative frequencies of nine Hawaiian English lexicogrammatical variants in their speech. A Hawaiian English-General English (HE-GE) continuum was found, parallelling ethno-socioeconomic groupings. Rank correlation values were highly significant. It appears that the young subjects have strong grounds for associating recurring differences in speech with particular persons and social groups. At the same time, ranking inconsistencies among the eight midscale speakers suggest that each child may be more usefully described as operating within certain ranges of frequencies for use of different variants, than as 'having' one or several codes or lects.

Second, contingency tables for relative-frequency distributions of HE and GE variants vs. contextual features showed high correlation between variation and both linguistic and macrosociological features of context, but low correlation between variation and microsociological features. Similar investigation of structural variants of directives, instructions, and evaluations by three subjects of different backgrounds showed high correlation between variation and microsociological features but low correlation between variation and macrosociological features. In short, while subjects of different social backgrounds differed significantly in terms of a number of phonological, lexicogrammatical, and intonational features, they did not differ significantly in terms of choices of structures to accomplish certain social purposes.

Finally, style-shifting or code-shifting between HE and GE by three subjects of different backgrounds were examined, using a combination of discursive microanalysis and a linear-diagram technique on several conversations in which the subjects participated. There appear to be two major stylistic strategies--*accommodation* to the speech of the interlocutor over a whole conversation, and *marking* of brief passages of talk for affective, aesthetic, and discourse-structuring purposes--with one or the other strategy consistently preferred by each child.

The linear diagram technique, an adaptation of the continuous-recording methods used to record life signs, atmospheric changes, and volcanic activity, appears to be an effective way of handling many of the special characteristics of code- or style-shifting. Shifting between HE and GE fluctuates in intensity (number of HE or GE variants per clause), duration (whether a shift is maintained within or across clauses, within or across speaker turns at talk), and choice of variants. It is as much contrastive as substantive: contrast between the speaker's immediately preceding speech and her current speech, between her speech in most conversations with her speech in the current conversation, between her speech and that of her interlocutor. Shifting involves a convergence of a number of observable phenomena, conversational and linguistic, so that discussion of shifting and its possible motivations requires methods sensitive to many factors and to contrasts that develop over time, both within conversations and between conversations.

In sum, this description of variation in speech by children in Hawaii has employed quantitative and microanalytic techniques, and is based on linguistic, social, and particular facts about the speech and speakers under study.

COGNITIVE DEVELOPMENT OF LANGUAGE, READING & MATHEMATICS IN A BILINGUAL/BICULTURAL PROGRAM

Order No. 8003352

SAENZ, ERASMO ANDRES, ED.D. *Texas A & I University*, 1978. 84pp.
Adviser: David L. Zufelt

Purpose of the Study. The purpose of this study was to assess inter-group growth in the cognitive development of language, reading and mathematics utilizing two basic groups of children participating in the Bishop Consolidated Independent School District's bilingual/bicultural education program for a period of five consecutive years.

Summary. Bilingual/bicultural education program directors are required to annually evaluate their instructional programs. Longitudinal analysis of cognitive growth in bilingual/bicultural education programs can provide a model for analysis that enhances the credibility of these programs. This study involved the selection of a bilingual/bicultural program in a Texas public school that had been implemented and maintained prior to mandatory bilingual/bicultural education.

The Biship CISD program originated during the 1972-73 school year when the district applied for and was funded through Title VII sources. Focusing on the cognitive development of language, reading and mathematics in a bilingual/bicultural environment, enabled this writer to extend the study for five consecutive years. Year to year data generated from the verbal, non-verbal, numerical and total subtests of the *Inter-American Tests of General Ability* were collected, computed and analyzed for the five year period. Complementary data were derived from the vocabulary and comprehension components of the *Gates-MacGinitie Reading Tests.* Additional data were drawn from the reading and mathematic subtests of the *California Achievement Tests.* The data from *Inter-American Tests of General Ability* served as the basis for the study.

Conclusions. The following conclusions can be drawn from the final analysis and applied to cognitive development in selected content areas. (1) The Bishop Consolidated Independent School District continues to annually assess inter-group growth of all children in the bilingual/bicultural education program. (2) The educational alternative specifically designed to meet the unique individual instructional needs of limited English speaking ability (LESA) children appears to be feasible. (3) The bilingual/bicultural program children were able to maintain comparable or grade level achievement with children in the regular school program. (4) Continued systematic data collection and subsequent analyses should assist bilingual/bicultural program directors to better understand the interrelatedness of English and Spanish when used as mediums of instruction. (5) The cognitive development of language, reading and mathematics can be qualitatively measured when the tools of analysis are adequately applied.

SOCIOLINGUISTIC ASPECTS OF ENGLISH DIVERSITY AMONG ELEMENTARY-AGED STUDENTS FROM LAGUNA PUEBLO

Order No. 8000764

STOUT, Steven Owen, Ph.D. The American University, 1979. 277pp.

This dissertation documents the sociolinguistic patterning of English usage among fourth, fifth, and sixth grade American Indian students from Laguna Pueblo, Laguna, New Mexico. The overall nature of English usage among these speakers represents a very standard range of English expression compared to the expectations developed in the literature for varieties of American Indian English.

Three linguistic variables are examined:

Negative construction
Subject-verb concord
Distributive be

Negative construction generally reflects principles of variability identified in other vernacular speech communities in the United States. Distributive be is argued not to be an aspect of the vernacular English grammar at Laguna Pueblo. Subject-verb concord, like negative construction, reflects vernacular usage. However, the patterning of vernacular usage does not parallel the patterns found in other vernacular speech communities studied to date.

The structural contrasts between Keres and English grammatical details which could give rise, respectively, to these variables are explored. These contrasts, unlike the situation found in other vernacular English codes, do not directly appear to condition the occurrence of the variables as found in Laguna English sentences. Reference to a larger configuration of "causal factors" seems more appropriate. In fact, two different configurations of socially based variants are identified in the analysis and then used to predict the occurrence of ensuing standard vs. nonstandard usage patterns.

The most stigmatized English usage patterns appear to have important consequences at Laguna Pueblo. Students with greater incidence of more stigmatized or more nonstandard English usage tend not to utilize Keres language, or evidence Keres language facility, while speakers with greater attested usage of standard English constructions show greater association and control with Keres language usage. Of particular interest is the fact that experience off the reservation may not be as productive to standard English development as educators often claim; off-reservation residence, in fact, appears to increase the likelihood of stigmatized English usage patterns within the Laguna speech community. Conversely, traditionally based experience increased the probability of less stigmatized usage. The central pueblo value of prescriptivism or conservatism and the acculturational strategy of compartmentalization are cited as partial explanations for the particular patterning social factors bring to details of linguistic usage.

THE INFLUENCE OF SPEECH VARIETY ON TEACHERS' EVALUATION OF READING COMPREHENSION DURING AN ORAL READING AND RECALL TASK

Order No. 8007518

TAYLOR, JANET MARIE BOILS, PH.D. *The Florida State University*, 1979. 155pp. Major Professor: Nancy J. Douglas

The reading failure of a high proportion of black students is a major educational concern. Although a number of causes have been suggested and tested, no conclusive findings have yet emerged. Sociolinguistic theory suggests that political and cultural differences between teachers and students create conflict in the classroom. This conflict is thought to be a major cause of the reading failure of many black students. An experimental study was conducted to examine the influence of sociolinguistic factors on teachers' evaluations of reading comprehension and on the expectations they form concerning the capabilities of the reader for future reading achievement. These expectations include the teachers' perceptions of student characteristics such as confidence and eagerness, student behavior such as work habits and industry, and student aptitude for continued progress and future achievement. The purpose of the study was to investigate how two different speech varieties, standard English and Black English, used during an oral reading and recall task influenced the teachers' evaluations of reading comprehension and the expectancies formed, and how teacher attitude toward Black English related to those evaluations and expectancies.

Two audio-tapes of actual student performance were used as the treatment materials. The experimental tape presented the oral reading and recall performance of a Black English speaker and the control tape presented the oral reading and recall performance of a standard English reader. Both readers were male, and the tapes were judged functionally equivalent in reading comprehension.

Seventy-two teachers volunteered to participate in the study and were randomly assigned to evaluate one of the two treatment tapes. They recorded their evaluations and expectancies on two Likert-type scales generated for the study. After the evaluation, the teachers were asked to respond to an attitude scale designed to measure attitude toward Black English.

The data were analyzed using a multiple linear regression aptitude-treatment interaction approach. This analysis yielded a significant interaction ($p < .05$) between the speech variety used and the teacher attitude toward Black English, for the evaluation of reading comprehension during the oral reading and recall task. Significant contrasts between the evaluations of the two tapes were found for teachers who have negative attitudes toward Black English. The tape of the Black English speaker was evaluated significantly lower than that of the equivalent standard English speaker. There was no significant contrast between the two tapes for teachers with a neutral or positive attitude toward Black English. Although this finding supports sociolinguistic theory, the results should be viewed with caution. The small sample size used in the study did not allow for a precise estimate of the population parameters. No significance was found in the model used to examine the influence of speech variety on teacher expectations. The results indicate that young Black English speakers are rated lower in reading comprehension than equivalent standard English speakers when their teacher holds a negative attitude toward Black English. Since reading is a daily instructional activity, the compounding effect of lower evaluations may not only impede the actual reading progress of the Black English speaker, but also may contribute to a lowering of the learner's self-esteem.

AN ANALYSIS OF ETHNIC CHARACTERISTICS AND ATTRIBUTIONS OF SUCCESS AND FAILURE ON ATTITUDES TOWARD READING AND ACHIEVEMENT MOTIVATION

Order No. 8004397

TIXIER Y VIGIL, YVONNE L., PH.D. *The University of Oklahoma*, 1979. 108pp. Major Professor: Richard P. Williams

The purpose of this study was to identify whether ethnicity, attributions made in a successful reading situation, and attributions made in a failure reading situation affect attitudes toward reading and achievement motivation. Eighty-five third grade males from six elementary schools, two in Oklahoma City and four in Lawton, Oklahoma, comprised the population for this study. The ethnic distribution of students was forty Black students, thirty White students, and fifteen Chicano students.

The *Heathington Attitude Scale* was used to obtain students' attitudes toward organized reading in the classroom and reading in general. Students read passages from the *Standard Reading Inventory* to obtain their independent and frustration reading level. The independent reading level represented a success reading situation, and the frustration reading level represented a failure reading situation. In each of the two reading situations, students attributed their success and failure in reading to either ability or effort. Teachers identified their students as either high or low in achievement motivation.

Twelve hypotheses were formulated for this study. A 3 x 2 x 2 factorial analysis of variance and a multivariate analysis of variance was employed to test the hypotheses. An analysis of the data revealed no significant main effect for ethnicity, attributions made in a successful reading situation, and attributions made in a failure reading situation. Analysis also revealed no significant interaction effect.

COHESION IN SPOKEN DISCOURSE: A PRELIMINARY ANALYSIS OF THE SPEECH OF LOWER-INCOME BLACK DRUG ABUSERS

Order No. 8003669

YOUNG, JEAN SKORONSKI, PH.D. *Illinois Institute of Technology*, 1979. 296pp. Adviser: Dr. Mackie Blanton

The purpose of this study was to determine if there was or was not a cohesion pattern in the speech of lower-income Black drug abusers. To a dialectal outsider, their speech seems to be disjunctive and, consequently, incoherent. The procedure used to analyze this problem was that proposed by M. A. K. Halliday and Ruqaiya Hasan in *Cohesion in English*[1] in their analysis of written work. Since all language is linear and systemic, Halliday and Hasan's cohesion tie analysis system was applied to spoken discourse. The results of this study showed that the language of lower-income Black drug abusers is coherent and has its own distinctive pattern that differs decisively from that of the general dialect. In conclusion, Black language style was found to be as significant as language content in cohesion analysis. Four subcategories of styles of speech was found for lower-income Black drug abusers.

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[1]M.A.K. Halliday and Ruqaiya Hasan, *Cohesion in English*, Longman Group Limited, London, England, 1976.

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